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ABSTRACT

Pennsylvania's school districts and area vocational-technical schools are required to submit long range plans to the Pennsylvania Department of Education every 5 years. Part of the planning process involves the development of strategies, or action plans, for achieving the long term objectives identified in the long range plans. This planning guide discusses the steps to take in developing these strategies, the purposes for the action plans, and the elements of the plans that must be documented when the long range plan is submitted to the department of education. The guide then discusses differences among districts and how these differences will affect the individual district's plans. Commonly asked questions about the development of action plans are posed next, and clarifications of the state regulations' purposes and requirements are provided in response. The guide then presents a step-by-step outline of the action planning process at the individual school level, based on human resource development technology. Particular attention is paid to the principal's role in guiding the process and obtaining staff involvement. A sample planning format and a checklist of action planning activities are included in the guide. (PGD)

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Resource Guide:

Action Planning

Pennsylvania Department of Education
1985

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LRP RESOURCE GUIDE

ACTION PLANNING

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MAJOR OUTCOMES AND KEY POINTS

The action planning phase of LRP is actually a multiple-step process. The steps in action planning include:

1. A more precise specification or description of the needs or problems identified in specific programs and services and district management goal areas.

2. An indepth examination of the probable causes underlying needs identified in programs and services and district management goal areas.

3. Generation of potential alternative solutions for solving priority problems.

4. Specification of criteria for selecting among the potential alternatives.

5. Selection of a specific solution or set of solutions for each problem.

6. Development of detailed action or implementation plans which specify tasks (what), timelines (when), responsibilities (who), resources (what/how) and expected outcomes regarding each solution.

7. Development of an evaluation plan for each solution to be implemented.

8. Compilation of a set of summarized district and building action plans.

The discussion below describes the major outcomes, basic tasks and reporting requirements associated with action planning.

TASK: TO DEVELOP ACTION PLANS FOR PRIORITY PROGRAMS AND SERVICES AND MANAGEMENT GOALS.

MAJOR OUTCOMES: The major outcome of action planning is a set of district and building action plans which describe, for each priority program and service and management goal, the actions district and/or building staff will be taking to achieve the goal. The action plan will identify the staff responsible for and involved in the effort, the resources required, the schedule of planned actions and how the improvement effort will be evaluated. To achieve this outcome, district and building staff clarify the problem, seek potential solutions and develop implementation and evaluation plans.

BASIC TASKS

1. Clarify the problem context for each priority. (Steps 1 and 2 above)

2. Acquire and analyze information about existing practices, products and research which might help the school or district take effective action. (Steps 3 and 4 above)

3. Decide on courses of action to be taken to address school and district priorities. (Step 5 above)

4. Prepare action plans for each building and district priority and obtain board approval. (Step 6 above)

REPORTING REQUIREMENTS:

1. For each priority goal in the programs and services and management section, provide an action plan (specific plan requirements are listed in LRP Guidelines and Instructions).

2. Provide a description of the staff development activities included in the action plans as required in Section III of the LRP Guidelines.

3. Provide a description of community/staff involvement including community/staff selection procedures and ongoing plans for community/staff involvement in implementation and evaluation as required in Section IV of the LRP Guidelines.

4. Provide listings and brief descriptions of the nondistrict resources proposed for future use in LRP implementation and evaluation.

The following points about action planning are important:

I. The Multi-Phase Nature of the Process.

One does not simply identify a need or a problem and then immediately develop an action plan to deal with the problem. There are several intervening steps or activities. Educational models that deal with problem solving approaches to planning vary in their description, clustering and labeling of these steps. The activities that the models hold in common include:

A. Problem Analysis.

1. Clarification of the Problem. Problem clarification involves going beyond the needs assessment data to identify and clarify the problem as precisely as possible (i.e., what, where, when, who and to what extent) in terms of existing discrepancies or deviations from stated measurable standards or expectations.

2. Problem Statement. Problem clarification results in the development of a concise definition or statement describing the "what, where, when and to what extent of the problem" -- as well as a concise statement of the "goal for improvement" (in measurable terms).

3. Analysis of Probable Causes. Analysis of the cause or causes underlying or related to specific problems is perhaps the most shortchanged and overlooked step in the overall action planning process. Time invested in the analysis of the factors contributing to the problem results in a clearer understanding of the problem and, more importantly, the dimensions of the required solution. Educational problems almost always have multiple dimensions. Superficial problem diagnoses too often lead to solutions which address problem symptoms instead of problem causes. Thorough analysis of the multiple system components (student, teacher, administrator, community, home, program, materials, class climate, school climate, funding, etc.) which affect a given problem solution increases the likelihood that the actual solution chosen will address the multiple dimensions of the "real" problem.

B. Decision Making.

1. Generating Alternatives. This step in the process assumes one has clear understanding of the goal(s) for improvement and desired outcome(s). Only if the above assumption is met, can one generate rational alternative solutions and criteria for selecting from among them. The "generating alternatives" activity should be an open, creative process and many avenues (literature searches, programs that work, staff brainstorming, consultants, commercial program, etc.) should be explored to generate alternative solutions. Knowing "where we are going," "what we want to achieve," "what the goal or objective is" -- will facilitate the above process.

2. Selection of Probable Solutions. This phase of action planning involves the generation of criteria pertinent to the expected cost, usability, effectiveness, etc., of potential solutions. There is no set technique for this procedure. Objective criteria and professional judgement have to be compiled in the final selection of an alternative. The criteria used to compare proposed alternatives will vary from situation to situation. Some criteria commonly considered include:

a. relevance to the problem
b. implementation feasibility
c. impact on other programs
d. available resources
e. costs
f. time required
g. required training
h. political feasibility
i. adaptability
j. expected barriers
k. expected facilitators

3. Development of Action Plans. The development of action plans culminates the action planning phase of the problem-solving process outlined in LRP Guidelines.

a. The "action plan" should specify the:

1. Objectives in terms of student growth and achievement.

2. Major activities to be undertaken to meet objectives.

3. Schedule of major activities.

4. Title of the person responsible for each activity.

5. Estimated cost of each activity.

6. Evaluation questions to be asked.

7. Evidence to be used to answer evaluation questions.

8. Title of the person responsible for the evaluation.

9. Expected date for the completion of the evaluation.

b. The evaluation portion of the action plan should:

1. State the evaluation questions to be used in the Mid-Point Progress Report and the Final Evaluation.

2. Describe the data sources and evidence that will be considered acceptable to answer the evaluation questions (student achievement, management goal attainment).

3. List the proposed instruments (questionnaires, standardized tests, criterion referenced tests, attitude surveys, EQA test, TELLS, etc.) to be used in the evaluation.

4. Outline the timeline and reporting requirements for the evaluation -- including mid-term and final reports for LRP.

II. Critical Decisions.

The critical decisions which school staff make when preparing for the action planning phase of LRP involves the following factors regarding process, format and staff involvement:

A. Procedures to clarify problems at the building and district levels are established.

B. Format to be used for the statement of problem is determined.

C. Goals and objectives for improvement are stated.

D. Procedures to generate alternative solutions are established.

E. District policy and procedure for selecting alternatives are established.

F. Format to be used for building and district action plans is selected.

G. Format to be used for evaluation plans is selected.

H. Participants in the development of building and district action plans are identified.

III. Facilitating Community/Staff Involvement.

Citizens of the district and total school faculty should be kept informed of progress and involved wherever possible. The district should make every effort to identify and use the expertise and resources present in the community.

DISTRICT VARIATIONS IN ACTION PLANNING

There are, and should be, variations in the way districts address action planning. These variations are caused by such conditions as:

I. Planning History and Expertise.

Districts vary widely in planning experience and knowledge. Districts also vary in their preference for using consultants, intermediate unit personnel and/or college or university personnel regarding assistance with action planning. Thus, the sophistication of the planning to be expected from a district will be a direct outgrowth of the district's affluence, available expertise and past history and attitude toward planning. A district's past planning strategies are likely to influence present planning strategies.

II. Size of District.

District size can also be expected to be functionally related to the nature of the action planning conducted as a part of the LRP process. Size can cause variations. Among those variations are the following advantages and disadvantages:

A. Large District Advantages.

1. Diversification of total staff.

2. More resources (human, material and financial).

3. Greater likelihood that staff has prior planning expertise.

4. Greater opportunity for community input from diverse population groups.

5. Broader student data base for evaluation of planning outcomes.

B. Large District Disadvantages.

1. Possibility of less cohesiveness among staff.

2. Less one-to-one communication among staff members and/or grade levels.

3. More lengthy communication channels -- more organizational layers and

4. Community input widely diverse; may reflect vested interest groups to the detriment of consensus.

C. Small District Advantages.

1. Intimate knowledge of the community and the needs of the district.

2. Close working relationship with administration, board and community.

3. More equitable distribution of available resources for efficiency and effectiveness.

4. Better communication.

D. Small District Disadvantages.

1. Less diversification of staff expertise in the area of planning.

2. Fewer physical and fiscal resources available.

3. Small student data base to evaluate district planning outcomes.

4. Less staff time and/or administrative personnel available to write a plan.

III. District Goals/Program Relationships.

A district's educational goals will vary in number, content and level of specificity. Districts also will vary in the degree to which their goals are systematically related to the schools' curriculum, instruction and testing program.

The action planning process is facilitated by the existence of well conceived and articulated goal/program structures. Articulated and coordinated program/goal structures facilitate the identification of specific needs and are more likely to result in focused action plans for improvement.

IV. Resources Available.

As a school district develops its action plan, certain resources are available and should be used in the plan's development. These resources are:

A. Financial base (local, state, federal),
B. Staff (administrative and instructional),
C. Student data,
D. Community data,
E. PDE resource data,
F. Research and development laboratories,

G. Higher education consultants,
H. Intermediate unit staff,
I. PDE field representatives,
J. Materials, equipment, supplies and facilities,
K. Evaluation instruments,
L. Monitoring components and procedures,
M. Achievement data and
N. Community commitment.

V. Prior Planning Experience.

The approach to action planning can vary among districts. Depending upon past planning experience and activity, a district may only need to refine and update existing data and/or action plans to comply with LRP criteria. Conversely, districts with little previous experience in action planning may need to initiate basic planning procedures in order to develop an action plan in compliance with LRP procedures. Regardless of the district's prior planning experience, it must make a commitment to staff development, community/staff involvement in implementation and evaluation, time factors, cost factors, individual/group responsibilities and authority and evaluation and monitoring design.

Summary

Variations in goal structure, resource utilization and alternative approaches are to be expected. The intent of the LRP is to encourage each district to engage in action planning to implement programs and services in a manner that is most fitting to the district's capabilities and operating procedures. Overall, LRP action planning is intended to be used as a management tool to help administrators and program directors to implement, monitor and evaluate programs and services in an effort to increase student achievement in goal areas.

QUESTIONS AND SUGGESTED ANSWERS

1. QUESTION: Why are action plans required of school districts?

   ANSWER: An action plan serves as a management tool to improve communication, address problems and related causes and to insure a commitment to the achievement of tasks. Additionally, an action plan serves as a monitoring mechanism to keep track of activities to be completed, to identify responsibilities, to determine criteria for evaluation, to project potential costs and to define timelines.

2. QUESTION: Is there a specific format that must be used when writing action plans?

   ANSWER: There is a suggested format to be used when writing an action plan. The sample format included in LRP Guidelines and Instructions lists the following action plan components:

   A. Objectives in terms of student growth and achievement.

   B. Major activities to be undertaken to meet the objectives.

   C. Schedule of major activities.

   D. Title of person responsible for each activity.

   E. Estimated cost of each activity.

   F. Evaluation questions to be asked.

   G. Evidence to be used to answer evaluation questions.

   H. Title of person responsible for the evaluation.

   I. Expected date for completion of the evaluation.

3. QUESTION: Who develops and writes the action plan?

   ANSWER: The action plan(s) should be developed and written by selected professional staff. The number of staff chosen for this responsibility would depend on staff size, time, resources, etc., available in the district. It is recommended that the draft of the plan be subject to full staff review and revision.

4. QUESTION: What are the major benefits to a district in the development of action plans?

   ANSWER: Action planning constitutes the culmination of the initial thrust of the problem-solving process. The development of comprehensive action plans insures that:

1. District/school planning activities will be focused on real solutions to priority problems.

2. Sufficient attention will be devoted to the planning process.

5. QUESTION: How critical are the target dates decided upon in the action plan?

   ANSWER: Target dates are critical to the orderly completion of the action plan. However, target dates may be adjusted as the result of unanticipated problems which may cause modification of more than just the target dates.

6. QUESTION: Is it imperative that each action plan address expected outcomes?

   ANSWER: It is important that each action plan contain standards of accomplishment for the successful completion of each activity. These outcomes will be the basis of Mid-Point Progress and Final Evaluation reporting.

7. QUESTION: Is it necessary to attach a cost factor to each action plan activity?

   ANSWER: It is important to attach cost projections to each activity in order to commit time, staff and resources to the process.

8. QUESTION: How elaborately should an action plan be written?

   ANSWER: The action plan should be as elaborate as needed to communicate and get the job done efficiently, effectively and economically.

9. QUESTION: When should the district begin to develop and write its action plans?

   ANSWER: It is customary to begin writing the action plans at the conclusion of the needs assessment process and subsequent to the identification of priority goals/courses of action. This usually begins during the early portion of the second semester (February/March).

10. QUESTION: How many priorities should a district set for action planning?

    ANSWER: There is no set number. The number of priorities that are set should correspond to the school and district resources available (money, staff, time, etc.) to act on them.

11. QUESTION: How much time should a district spend in developing and writing action plans?

    ANSWER: It usually takes districts three to six months to develop and write action plans (February through July).

12. QUESTION: Why develop building-level action plans when district action plans are also developed?

ANSWER: Building-level action plans deal specifically with priority goals and concerns unique to a specific building. They are designed within the framework of the district action plan which takes into account district-wide priority goals for improvement of instruction, K-12. Additionally, management-related concerns such as local/regional trends based on demographic and fiscal data affecting district operations must be addressed.

13. QUESTION: How can a district help its staff understand how to write action plans?

ANSWER: Each building principal within a given LRP school district should have copies of the LRP Guidelines and Instructions, and this resource guide, to assist in the effort. These two resources will usually suffice in the understanding of the process. If a need arises, the district can enlist the aid of its PDE field representative or the intermediate unit LRP advisor.

BUILDING LEVEL ACTION PLANNING:
A HUMAN RESOURCE PROCESS

The following step-by-step outline was developed to assist with problem solving and decision making at the school level. It is based on the latest human resource development technology and has been field tested in several schools. The process was designed to be part of the needs assessment and action planning component of the Long Range Plan.

I. HOW DOES A BUILDING PRINCIPAL BEGIN TO GET A FACULTY* WORKING TOGETHER TO IDENTIFY BUILDING ISSUES AND CONCERNS?

Activities: Collect teacher perception data by:

A. Constructing and administering a questionnaire to faculty; or
B. Conducting a data gathering meeting of the entire faculty using small groups (5-6 people) to identify major school concerns; or
C. Asking a few faculty members to interview other teachers to gather information on school-wide needs.

Content: Questions to gather perception data include:

A. What do we, as a school, do well?

B. What do we, as a school, need to start or do more of? Stop, or do less of?

C. What blocks effective teaching and learning in this school?

Benefits: People are involved in planning at the beginning; everyone's perceptions are being openly shared; ownership of the problems are being developed; ownership of the process is growing; school strengths and needs are both identified.

Reminder:

A. Information collected must be reported back to the entire faculty.

B. When gathering data on school concerns, participants must be as specific as possible. Generalities, like poor achievement or discipline are too vague for people to address.

C. If small groups are used to generate need areas, be sure to use random groups so that friends are less likely to be sitting together.

D. Be prepared to work on areas or problems selected by the faculty.

*Although only faculty members are mentioned, students and parents may be involved in some way at each step of the process.

II. HOW DOES A PRINCIPAL TAKE A SCHOOL'S OBJECTIVE NEEDS ASSESSMENT DATA AND USE IT TO DEVELOP AREAS OF AGREEMENT AND A FEELING OF CONSENSUS AMONG FACULTY?

Activities:

A. Present EQA, standardized test, survey and school condition data in an easy to interpret and use fashion to faculty in groups of 5-6 people. Allow faculty to look through the data and make notes about areas of strength and areas of needed improvement in their school.

B. Compare these objective data with the perception data collected earlier. Have the faculty groups look for areas of agreement between perception data and objective data.

C. Ask each group to choose two areas of strength and four areas of needed improvement that can and must be dealt with. ("Can" - the faculty and principal have the authority and resources to make the changes. "Must" - they are high priority needs for the group.)

D. Ask each group to write down specific data item(s) used to support their choices. Use both objective and perception data.

E. Merge two faculty groups (10-12 people). Ask each original group to present their two strengths and four areas of needed improvement and then agree to a common two strengths and four needs that all 10-12 people can accept.

F. Place the results regarding the areas of strength and the areas of needed improvements on two separate sheets of large paper in front of the room.

Content: Data to consider during this assessment phase may be:

A. EQA cognitive and affective scores
B. EQA condition variables
C. Standardized test scores
D. Any community survey results
E. Effective school data
F. School climate conditions (number of suspensions, attendance rate, student office referrals, levels of vandalism, fights, etc.)
G. TELLS scores

Benefits: Far out (crazy) ideas are screened out; consensus is being built; agreement for change is growing; involvement remains high; teachers feel colleague support on selected issues.

Reminder:

A. Make every effort to keep areas of agreement in front of the group. Build on commonalities and shared values; downplay minor differences.

B. Areas chosen as high need do not always have to be supported by hard data. If enough people agree that it is an important issue, then it is.

C. Don't umbrella when agreeing to a common set of needs. Keep areas distinct and specific.

III. HOW DOES A PRINCIPAL HELP THE FACULTY SET PRIORITIES FOR ACTION PLANNING?

Activities:

A. Take the two newsprint charts with strengths and needs listed and place them side by side.

B. Ask the faculty to study the items carefully. With group input, remove redundant items. Give people 10 minutes to decide which areas they perceive to be of critical importance.

C. "Put your money where your mouth is." Everyone gets 10 points to place on any of the areas. Participants may distribute their 10 points among the strength areas in any combination of points totaling 10. There may be overlaps in the topics listed on both sheets of newsprint. That's acceptable. Participants hold up fingers when voting. Choose the top two areas based on the voting that represent strength areas people wish to maintain.

D. Repeat the voting process for needs - 10 points for each person. Choose the top three or four.

E. Now as a group you have the areas for action planning - four need areas and two strengths - to build on and/or maintain excellence.

Contents:

Any discussion of areas should be for clarification only. Try not to let people open up issues again. They have had sufficient time to discuss these major strength and need areas.

Benefit: Another way of doing consensus building; allows for individual as well as group input; people see that priorities will be set - a large overwhelming task is becoming manageable; people are seeing increased agreement emerge; decisions are being made with group input.

Reminder:

Mention to participants; "All the items on the two sheets are important. In order to make real, meaningful improvements, however, we need to set priorities in a few areas to work on. Trying to change all these areas, at once, will diffuse our efforts and tax our resources. Choosing a few priorities does not mean that the other areas are not important. They will probably be dealt with at a later time."

V. HOW DOES THE PRINCIPAL TAKE THE PRIORITY AREAS AND HELP THE FACULTY DESIGN ACTION PLANS?

Activity:

A. Now that the general need and strength areas are identified, the areas must be redefined in even more specific terms. Join groups of five teachers (principal may want to put some "experts" in each of these groups) that are assigned a need or strength priority. Two groups are assigned to each need and strength priority and work on them simultaneously.*

B. In groups of 5-6, have the faculty brainstorm that ideal situation (they must be specific). Generalities like, "there is good communication" are not helpful. Statements must be behaviorally specific like "everyone completes all home work assignments" or "everyone speaks respectfully to each other with no verbal abuse."

Content:

If the general need area identified was, for example, current relationship with parents and community, then specific ideal statements may be: parents are in the school on a daily basis, parents are assisting teachers, the school receives positive press in the community paper(s)/newsletter(s), parents readily volunteer for field trips, parents attend extracurricular activities, teachers are comfortable calling parents for help, etc.

Benefits: This activity begins to create a discrepancy between what could be (the ideal) and the present school conditions; it gets people motivated and expands the possibilities for problem solving; people feel successful; they are in a structured, results-oriented process with a growing sense that something will really happen.

Reminders:

A. Before people are willing to commit themselves to change they must see the possibilities.

B. People change when they become aware of how far away from the ideal they are.

C. The goal here is not to reach the ideal (perfection) but to be moving constantly towards it - always improving.

D. Ideal must be stated specifically.

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*The numbers in small groups were developed based on a faculty size of 55-70 teachers. Smaller or larger faculties should yield different sized groups; e.g., 30 faculty would have about three in each group with fewer strengths and needs identified.

VI. HOW DOES A PRINCIPAL BEGIN TO GET AT CAUSES TO PROBLEMS RATHER THAN AT SURFACE SYMPTOMS?

A. Looking at the ideal school behaviors on the newsprint (see Part V), have the faculty groups brainstorm the specific blockages or barriers that keep the school from moving towards the ideal. Blockages must be specific not general. Blockages may refer to several of the ideals. For example, a blockage like "no one takes the time to enforce standards of behavior in the halls" might refer to the ideal of "teachers plan together often" or "everyone consistently enforces the behavior code" or "students listen to what every teacher tells them."

B. Take all specific blockages and in each teacher group choose 4-5 that can and must be dealt with. "Can" - the faculty and principal have the authority to make the changes. "Must" - they are high priority for the group.

VII. HOW DOES A PRINCIPAL BEGIN TO BUILD A CONSENSUS OR FEELING OF AGREEMENT AMONG A FACULTY ABOUT ISSUES SO THAT SPECIFIC SOLUTIONS AND ACTIONS PLANS MAY BE GENERATED?

A. Place the 4-5 agreed to blockages on newsprint within each group.

B. List previous effort to change. What was tried before and why the efforts failed (newsprint in group).

C. Brainstorm solutions based on the ideal, blockages, and what has been tried before. Solutions should be creative and "far out" as well as traditional and conservative.

D. The two groups working on the same need are combined. All look at the reality of the solution's consequences. Combine some solutions, adapt others, discuss impact on others, and make deletions. Are the solutions workable? Do they have a chance of success?

E. After the reality test by the two merged groups, each solution with rationale is presented to the entire faculty in a large group setting. Only questions for clarification may be asked.

F. Within a week, proposed solutions are then placed on a ballot. Every faculty member and administrator votes yes or no regarding the proposed solution. Solutions with, at least, two-thirds faculty support will proceed to action planning.

VIII. HOW DOES A PRINCIPAL HELP A FACULTY DEVELOP SPECIFIC ACTION PLANS FOR SUCCESSFUL IMPLEMENTATION?

Activity:

A. The solutions that received the required majority become the areas for action planning. Each faculty member and administrator may volunteer to develop the action plans around the particular areas.

B. Small task groups develop action plans. What's the specific tasks? Timeline? Who's responsible? How will we know when it's done? (How will the results be measured?)

Benefits: Building action plans based on faculty consensus, hard data and other surveys are now ready to be implemented by the school community. Remember, the actual workings of the action plan may be modified during the implementation period. What is more important is that an entire faculty has reached a common agreement on how they wish to spend their time and energy.

Reminders: There should be:

A. An attitude that something important is being done.

B. An attitude that service/advice will be thoroughly considered.

C. An attitude that service offered is appreciated.

D. A clear notion that the task is clearly focused.

E. An end result so that people see closure.

F. Information about the end result shared with the appropriate people.

G. Incentives given for participation.

Suggestions:

A. Start small on achievable "bite-sized" issues.

B. Go for some immediate success - results orientation - rather than only large scale, long term changes. Large scale efforts are good to plan for; but there must be some short term pay-offs for people to continue to remain interested.

C. Balance long term and short term action plan outcomes.

During the plan's implementation, it is often vital to have a school-wide steering committee composed of faculty members and the principal. This group's functions include:

A. Tracking each plan's progress;
B. Keeping movement and success visible to the rest of the faculty;
C. Urging people to remain involved;
D. Helping to maintain changes once they are in place;
E. Negotiating among various groups to allow smooth implementation.

By actively putting these concepts into practice, the chance for success of an improvement project is greatly increased.

SUGGESTED EXAMPLE: LRP ACTION PLAN FORMAT

Priority Goal _____ Date _____

School District _____ Building _____

Objectives	Major Activities To Be Completed	Completion Dates	Person Responsible (Name and Position)	Estimated Cost

LRP ACTION PLAN FORMAT (Evaluation, Continued)

Evaluation Questions To Be Asked	Evidence To Be Used To Answer Evaluation Questions	Person Responsible For Evaluation	Completion Date For Evaluation

ACTION PLANNING CHECKLIST

		Completion Date
QUESTION #1	The current LRP Reporting Requirements for action planning have been reviewed and followed. (See LRP Guidelines and Instructions)	_____
QUESTION #2	The procedures and alternatives recommended for action planning for LRP have been reviewed.	_____
QUESTION #3	An overall strategy or process for action planning at both building and district levels has been decided upon.	_____
QUESTION #4	The formats to be used for action planning as defined in LRP Guidelines and Instructions have been decided upon.	_____
QUESTION #5	Concise "problem statements" defining the various (school and district) problem areas identified for improvement in LRP have been developed.	_____
QUESTION #6	Analyses of the probable causes underlying each of the problems have been made.	_____
QUESTION #7	Have concise goals/objectives for improvements have been specified, and alternative solutions have been listed and discussed.	_____
QUESTION #8	Appropriate criteria to assist in selecting a solution from among the alternatives proposed for each problem have been identified.	_____
QUESTION #9	Possible solutions to each priority problem have been identified.	_____
QUESTION #10	A decision making process that will involve staff in an effective manner has been established.	_____
QUESTION #11	Comprehensive action plans describing the activities to be undertaken to address each priority problem have been developed.	_____